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MONTANA SCHOOLS

Office of Public Instruction, Nancy Keenan, Superintendent

Volume 33, No. 1 Fall 1989

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Clockwise from top: an early Montana teacher, L.A. Huffman, photographer. Students and teacher of Hodgson School, Flathead County, 1904. Starting lineup for Twin Bridges girls' basketball team, 1908. Photos courtesy of Montana Historical Society, Helena.

Happy Birthday, Montana!

A Special Centennial Issue

PLEASE RETURN

From the Superintendent



Welcome to the premiere issue of *Montana Schools* for the 1989-90 school year.

Many of you have been asking about *Montana Schools*. Due to technical difficulties beyond our control (namely, two legislative sessions and the school equalization crisis), we've had to postpone publishing it until now. With this issue, though, we return to publishing quarterly.

I would like to see this publication become a truly informative, useful resource for the education community. I welcome your ideas for making it serve you better.

A special focus of this issue is the Montana centennial and the wonderfully creative things schools are doing to observe our hundredth birthday.

While looking back at our history, this issue also looks ahead to the future. New accreditation standards, new reporting requirements, and the passage of House Bill 28 will substantially change the way we fund schools and conduct school business. We face some very tough challenges as well as some exciting opportunities.

As we stand on the brink of the 21st century, we must look at where we are in education and where we want to be, and figure out how to get there. We have a historically unique opportunity to shape the future of Montana education. I welcome the challenge, and I look forward to working with you as we embark on this great adventure.

Nancy Keenan

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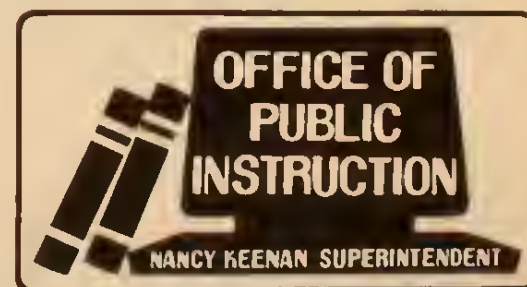
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Superintendent's Fall Conference

On September 7 and 8, 1989, the Office of Public Instruction hosted its annual Superintendent's Fall Conference. One hundred fifty district and county superintendents from all over Montana attended the conference. In addition, several new principals attended the September 7 session, on introduction to the Office of Public Instruction and its services.

The September 8 session focused on helping superintendents understand the many changes facing Montana education, including House Bill 28, new accreditation standards, new reporting requirements, and other issues. The day opened in the Montana House of Representatives chambers. Seated at the representatives' desks, superintendents got a taste of what it is like to be a legislator having to make tough choices on complex issues. They used the voting machine to express their opinion of House Bill 28, the school funding bill, which died a quick and decisive death at the superintendents' hands.

Following the demise of House Bill 28, State Superintendent Noncy Keenan addressed the superintendents with the following remarks:

"Let me take just a few minutes to talk about where we're going as we head toward the 1990s. There is a great debate in this state and this country about the quality of our education system. If the watchword during the first phase was "excellence," for the second phase it is "accountability." Now more than ever before, Montana is watching. Parents, legislators, taxpayers are watching. They're not only watching how we fund schools, but also how we conduct school business.

The challenges are great. We live in an era of rapid change—an expanding global economy, a transforming workplace, and revolutionizing technologies that are creating new demands and new choices. Individually and collectively, we must meet those demands. Our students must aspire to understand, to learn, and to make choices, for they will shape Montana's quality of life and economic future. That's a big order. How do we accomplish that?

Education: A Family Affair

The first ingredient in meeting the challenge is making education a family affair.

We have strong evidence that involvement by parents is critical to the educational success of



Gathered in the House of Representatives chambers for the fall conference, Montana school superintendents watch the board turn red with "nay" votes as they vote on House Bill 28.

Superintendent Keenan Urges, "Take Risks . . . Communicate"

our students. There are two issues here with regard to parents and schools: 1) we need to reach out to parents and increase their involvement in our schools; and 2) we must recognize that partnership with parents involves the exchange of information. In developing a sincere respect for the parental role, we must begin to see parents as a source of support for our work. How do we build that partnership?

We can involve parents in decision making regarding curriculum, evaluation, and program policy. We can promote communication between school and parents. We can provide assistance and encouragement for parents to reinforce school work. Local businesses should be encouraged to provide release time for parents to participate in parent-teacher conferences.

Decentralize Authority and Decision Making

The second essential ingredient to meet the challenge is to decentralize authority and decision making, so that the most educationally important decisions are made at the school site rather than the central office or State Capitol.

Teachers, administrators, and parents must work together in setting the basic direction for the school. Under the current arrangements, the teacher's role is largely limited to instructing and supervising students. Teachers should be involved in improving instruction, and planning and developing new curricula. They should help design and implement staff development programs.

Teachers should also have increased flexibility in the use of instructional time and have opportunities and support for ongoing professional development.

A Partnership With Business and the Community

The third essential ingredient in meeting the challenge is building a partnership with business and the community as a whole. There is a movement across our nation to build school/business partnerships in our communities. That partnership benefits both the private sector and the public schools.

Our state's businesses are already undergoing profound changes as they find that working smarter is the only way to sharpen their competitive edge. This means better use of human resources, higher levels of cooperation, and a more far-sighted understanding of the changing nature of the workplace.

How do we work with the business community and our communities as a whole to meet the challenge?

We could involve business in helping develop courses that reflect the private sector technologies, standards, and practices that students will encounter when they leave school.

We can develop mentor programs, in which professionals work with students in small groups interested in their particular field. **Expanding Your Horizons** is one such program.

Perhaps we could develop a loaned executive program in which senior business owners or officers provide information on resource management, staff development, and administration.

We could also develop programs that attract students in fields such as science and communications.

School-to-work transition programs, jobs collaboration, and the work force in the future can be shared by involving our business communities.

Provide Leadership . . . Work Together . . . Take Risks . . . Communicate

I imagine it would be pretty easy for us to walk away today, minding our own business, keeping to ourselves, returning to the familiar, playing it safe, and maintaining the status quo. I'm asking you not to do that.

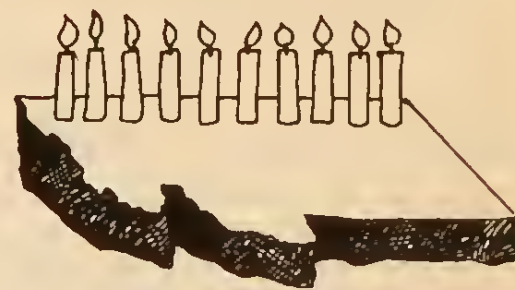
I'm asking you to take up the challenges we face. I'm asking you to take risks. I am asking you to stand up and speak up. We are blessed with a corps of dedicated and enthusiastic teachers. We have deeply committed parents, trustees, and communities. Montana is watching—we are on center stage. We welcome the opportunity to share with Montana what the public school system does well—educate our kids for the future.

It is tempting to rest on our successes. That's easy, it's simple, and usually it is less painful. But I truly believe such action could cripple our efforts to build a prosperous Montana.

All of this boils down to one thing . . . kids. No matter how strong or secure we feel at a specific moment, can we survive if we lose sight of kids? The quality of education for our students will not trickle down from the central office or capitol. It must percolate up from our parents, teachers, trustees, administrators, and our communities. I welcome the challenge, and I challenge you to *provide leadership . . . communicate . . . work together . . . and take risks.*

Happy Birthday Montana!

Montana's Schools Celebrate the Centennial



Hodgson School, in the lower Flathead Valley. Courtesy of Montana Historical Society, Helena.

From centennial time capsules to centennial quilts, Montana's schools have been celebrating Montana's hundredth birthday in style. Featured here are just a few of the creative centennial projects undertaken by Montana schools during the 1988-89 school year.

Echoes From the Past

One of the most ambitious school centennial projects, "Echoes From the Past" pooled the creative talents of Columbia Falls High School's choral, drama, speech, art, and shop departments to create a multi-media extravaganza. The pageant featured a series of dramatized historical vignettes—from mountain man Jim Bridger, to the Sioux warrior Crazy Horse praying at the scaffold of his dead child, to the trial of Henry Plummer. It also included a medley of songs on the War of the Copper Kings, slides of Montana art, recitations of Montana writing, and dance.

With financial help from the Montana Centennial Commission, Flathead County, and local benefactors, the cast of about 25 students toured six Montana communities during 1989. "Echoes From the Past" was the brainchild of English teacher Mary Sheehy Moe, who wrote and engineered this highly acclaimed venture.

Centennial Week, Ponderosa Style

Ponderosa Elementary School in Billings got an up-close and personal look at early Montana life during its Centennial Week, May 8-12, 1989. Each day focused on a different aspect of early life in Montana, and all 420 students, from the handicapped preschoolers to the sixth graders, got involved. So did the entire faculty, PTA members, community volunteers, and local businesses.



Ballerina Lara Henderson dances before teacher Doug Dye's photography in a tribute to "the human resources that make Montana sparkle," part of Columbia Falls High's "Echoes from the Past."

On Monday, the first and second graders organized a display of furs and information about trapping, trading, and mountain men. They also had an Indian tepee and a presenta-

tion about early Indian life and customs. Tuesday centered on homesteading and ranching. The kindergarten classes demonstrated bread making and butter churning. The third and fourth grades constructed displays showing a ranch, an old tailor shop, an operating telegraph office, and a harness shop.

On Wednesday, the fifth and sixth grades set up a mining operation and gave visiting classes a presentation about early mining in Montana. Under the supervision of a "foreman," students mined for golden marbles. Fifth and sixth graders also researched Montana characters and presented one-act costumed plays for the live "wax museum" which they created for Thursday's celebration.

Friday was "a three-ring circus all day long," according to Ponderosa Principal Judith Evans. The day began with a sausage and gravy breakfast. Events included a Pony Express rider changing horses at full gallop, a presentation by the Montana Memorial Cavalry, a shooting exhibit, a lunch of roast pig, music by the Billings Banjo Band, presentations by costumed Indian dancers from the Hardin Dance Club, a branding demonstration, and a hay ride.

"The teachers were exhausted by the end of the week, but it was worth it," says Evans. "The kids were so much more aware of history, because they experienced what life was like 100 years ago. It was an outstanding week all the way around."



Dancers demonstrate traditional Indian dances during Ponderosa Elementary's Centennial Week.

A Drive Along Centennial Highway 89

Montana's official Centennial Highway, Highway 89, runs from Yellowstone Park to Glacier Park. In between is a lot of rich history, and much of it is chronicled in *A Drive Along Highway 89*, a book written and illustrated by schools along the route.

The project was spearheaded by Gardiner School librarian Kathy Branaugh, who wrote to schools in every town on Highway 89, from Gardiner to Babb, soliciting material for the book. "The kids wrote most of the book," says Branaugh. "It was a fun project."

Branaugh also organized Gardiner's all-school reunion, which drew over 400 former Gardiner students on July 14 and 15, 1989. The oldest alum to show up was a 1934 eighth grade graduate. Gardiner was just one of many Montana communities that held all-school centennial reunions.

"Clas Act" Takes the Centennial to Washington

In spring 1989, the Corvallis High School select choir "Clas Act" carried Montana's centennial flag to Washington, D.C. They represented the centennial all over D.C. as they participated in the national "America Sings" festival, a fundraiser for homeless children.

The choir's superior ratings at district and state music festivals had earned it an invitation the previous October to take part in the festival. There was only one hitch—they had to raise \$19,000 in order to make the trip.

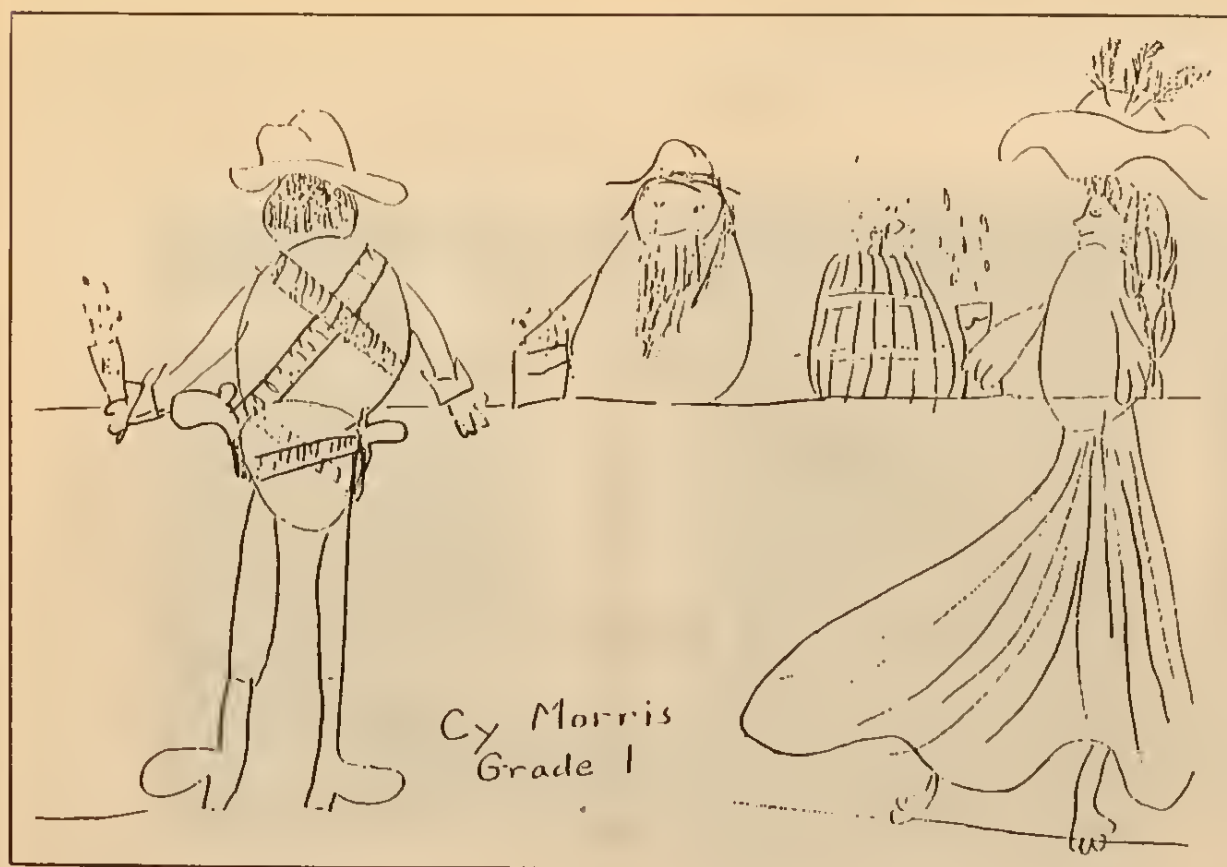
"No one thought it could be done," says choral director Dina Haney. "The school board didn't even want us to try to raise the money." But that

daunted neither Haney nor the 16-member choir. With the theme "Workin' Our Way to D.C.," Clas Act chopped wood, raked leaves, put on dinner shows, cleaned homes, and sold ads to raise the money. The local community and businesses pitched in, too.

Once in the nation's capital, Haney recalls that the view of Washington by night, with the monuments lit up, left the students speechless. "They couldn't believe they were there," she says. "It was special because they had worked so hard and so many people said it couldn't be done." The sight of Washington's homeless was a real eye-opener for the kids as well. "It gave them a new perspective on life," says Haney. "It helped them realize we have a responsibility."



Corvallis High's "Clas Act" performs before the nation's capitol, which is decked with Montana's state and centennial flags. Photo by Susan Schauer, Ravalli Republic.



Happy hour in the old days. Illustration from *A Drive Along Highway 89*, written by schools along Montana's official Centennial Highway.

A Centennial Tribute to Judith Basin County

On December 1920
Our county was proclaimed
We're from the Judith Basin,
The heartland of our state.

On a blustery spring day, some 20 Stanford seventh and eighth graders stood on the steps of the Judith Basin County Courthouse and sang this tribute to their home county. The six-verse song, which describes the county's homesteaders, Indians, Yogo sapphires, and fur-traders, was written by eighth graders Courtney Kramer and Penny Porter.

The singing accompanied a centennial open house. Inside the courthouse, visitors could read student essays describing what they had learned in researching their heritage, and what they projected for Judith Basin County's future. The essays and drawings later were collected in a book called *A Centennial Vision*.

County Superintendent Cathy Sessions and the students capped off the day by dedicating the community's centennial bell, which will ring out on Centennial Day, November 8.

Happy Birthday, Montana

History Comes Alive at Huntley Project

On April 19, 1989, Huntley Project Elementary School held a day of fun-filled educational activities designed to involve the community and make history come alive for students and visitors.

The school gym became a museum, with displays of Indian tepees, centennial quilts, and murals drawn by students depicting Montana's history from prehistoric times to the present. The Western Heritage Center provided displays on homesteaders, early schools, and Plains Indians. The Montana Historical Society loaned a display on fur traders, and the Museum of the Rockies sent a slide show on dinosaurs.

The school parking lot was turned into an old-time Montana homestead, complete with live animals, horse and wagon rides, steer roping, gold panning, sapphire mining, threshing machinery, and a chuck wagon.

Throughout the day, local community members told tall tales; recited cowboy poetry; presented Indian dances; talked about Indian customs; and demonstrated leather tooling. The sixth graders conducted interviews with older people in the area and later wrote stories with these people as characters.

"All in all," says principal Ron Scherry, "it was a terrific day and one that students will long remember."



Huntley Project Elementary kids try their luck at panning for "gold" during Centennial Day.

Historic Memories of Sweet Grass County

It all started as a creative writing project. Lynn Shafer, language arts teacher in Big Timber, assigned her sixth graders to pick out some historic building in Big Timber to research. Working in groups of two and three, they were to interview a community member connected with the building and write a report about it over Christmas vacation.

"The kids came back all excited," Shafer recalls. The research had become something of a treasure hunt for the students. Each interview had led to other people with clues about the



Student art decorates the cover of *Historic Memories of Sweet Grass County*, written by Big Timber sixth graders.

buildings as the kids unraveled the buildings' stories.

When she began grading the reports, Shafer says, "I got all excited." She decided the stories were worth publishing, so she typed them up. A local community member provided the money to print the first batch of *Historic Memories of Sweet Grass County*. Later the local museum society printed 1,000 copies to sell at the museum.

"The kids were very proud of the book," says Shafer. When the first box of books arrived from the printer, she recalls, the students went running off with copies for the people who had helped them with the project. "You don't always have a project that clicks like this one did," Shafer says.

Centennial Trees – A Gift to the Future

On Arbor Day, April 28, 1989, students all over Montana planted centennial groves of Montana's state tree, the Ponderosa pine. The trees were their gift to the future—a gift of shade and beauty.

The Centennial Groves project was sponsored by the Office of Public Instruction and the Montana State Forester, who invited every school in the state to take part in the project. Participating schools, over 200 in all, received seedlings and commemorative plaques that said, "Planted on Arbor Day, April 28, 1989 to commemorate Montana's Centennial Year." They also received information about Ponderosas and their role in Montana's history, and about the global importance of forest conservation.

The Ponderosa seedlings arrived in large plastic containers designed to be reused as time capsules. Schools filled these capsules with tapes of popular music, letters to future children, current news articles, photos of the students, 1989 calendars, candy wrappers, and other memorabilia of the 1980s. They buried the capsules beneath the plaques in the centennial groves for future students to unearth.

The point of the project, explains OPI's Bob Briggs, coordinator of the Centennial Groves project, was to get kids to think about looking forward to the future as well as back to the past.

A Patchwork of History

Denton School was one of several schools to observe Montana's birthday by creating a centennial quilt. The 16 students in Denton's fifth grade Montana history class created a full-sized quilt with squares depicting the Lewis and Clark Expedition; the state seal; the cattle, sheep, and wheat industries; the state tree, fossil, flower, bird, and animal; bison; locomotives; and steamboats. The quilt has been exhibited at the Fergus County Fair and at various town and school libraries.



Denton School fifth graders proudly display their centennial quilt.

A Montana Century Teacher

Memories of Mary L. McEwen

As part of our centennial observance, Montana Schools went in search of a Montana centenarian who was a pioneer of Montana education—someone with stories of education in the state's early days. With the help of U.S. WEST's Century Citizen project, we located Mary L. McEwen of Big Timber, 101 years old. Mary was teaching school in Montana at an age when most modern kids are still in school themselves, and teaching remained a major part of her life for many decades.

Although we couldn't interview Mary personally—she has a hard time hearing over the telephone—she still writes prolifically at her residence at the Big Timber Pioneer Home, and she is happy to share her memories. ("I am so very glad," she writes, "that people are interested in Montana's early days . . .")

The following reminiscences are excerpted from her manuscript, 'Memories of my Montana,' written in 1988. They take place after the death of her husband in 1928. Left with an elderly mother and small son to support, Mary decides to return to teaching. This decision leads her to several remote corners of Montana, as well as to the Eastern Montana "Normal School."

"Obviously I must get to earning again as soon as possible. There was no vacancy in Park County, but county superintendent Elsie Mercer got in touch with Superintendent Sternsland in Sweet Grass County and found there was a school in Peaceful Valley, near Melville, which had suddenly lost its teacher. There was a teacherage, so in October 1928, Mother, little John, and I moved there for the winter term of 1928-29. The next year I taught the Pine Creek School in Park County, where there was a vacant house suitable for Mother and John also. My sister Pearl had taken a year off to teach the Melville School that year.

Somehow we had to get our family together. Mother was getting too elderly to live alone and have full care of John, who was now three years old. We finally decided it would be best for

Mother to close the house in Livingston and I would take the year off. We would just rent a house in Billings and Pearl and I would attend the Normal there. She would attend the entire course and I would just take a refresher course of three quarters . . . so we rented a house on the south side of Billings, and we prepared to attend the Normal.

Only, as one of the instructors put it, 'Eastern Montana Normal is merely a state of mind!' In 1930 there were as yet no buildings, no campus, and the various units were housed in different buildings which were widely scattered downtown. The main office was in one of the high schools. We used their library and also the Parmly Billings Public Library. Our swimming classes were held in the YMCA at the corner of Second Avenue North and 29th Street. There was an old elementary school on the south side where Hermine Roberts held art classes and Mr. Ridgely taught music.

Pearl and I clocked ourselves that hot summer using the standard of 13 blocks to the mile. Counting our walks from the south side back and forth from the various units back to our home again figured out 13 miles a day, all but the last lap at full speed!

I graduated from EMNS in March 1931, but Pearl had one more quarter, graduating in June. The sale of our Oregon homestead for \$2,000 had financed our investment in education, and now we must plan to make it pay off. I was immediately called to Ekalaka to fill out a temporary vacancy in a rural school.

The winter of 1931-32 Mother, John and I spent at Camp's Pass, Montana, at a small school 75 miles south of Miles City. There was a small one-room cabin with a sod roof, a table, two chairs, and a bed. No stove, but we later were offered a range with an oven which did not bake.

Eastern Montana water is often very poor. Our well water smelled and tasted as if it contained a dead carcass, and our neighbors' well water was red with rust. Fortunately, there was snow most of the winter, which we melted for cooking and washing. After some time we found some friends, Mr. and Mrs. Titus, who lived in the mountains south of us where the water was delicious. They brought us a milk can full of drinking water quite regularly.

Since we were too far from Miles City for convenient shopping, we depended on the mail carrier to bring us anything we really had to have. Mr. Waddel, a parent and school board member, brought us antelope meat occasionally and I had brought my .22 rifle, so we had plenty of rabbit and sage hen.

Depression hit very hard in Eastern Montana that year, but the one thing we all enjoyed immensely and for free was the spectacular sunsets. Glorious! I've never seen anything like them, before or since. There really is a "big sky" there, not a mountain peak to get in the way, and that enthralling panorama colored the whole western sky nearly every afternoon.

—Mary L. McEwen



An early Montana teacher puts in a long day in her one-room school house. L.A. Huffman, photographer. Courtesy of Montana Historical Society, Helena.

Finding Our Voices

A Montana and Western Social History Project

As the centennial year draws to a close, it's time to consider what our students have learned about Montana history. Perhaps they can trace Lewis and Clark's route. Perhaps they know all about Bannack's gold and Virginia City's Vigilantes. Perhaps they can discuss the theories surrounding Custer's Last Stand. But what do they know about the people whose lives provided the backdrop against which these familiar dramas were played? Probably very little, since ordinary people have not tended to be seen as part of history.

Enter a new concept of Montana history—a history centered on ordinary people and more concerned with day-to-day affairs than with once-in-a-lifetime events. Social history. History as interested in the everyday lives of early native Americans as it is in the bloody battles of Indian warriors. History that tells the stories of women and children who crossed the plains to begin a new life on a raw frontier. History that details the experiences of the miners who spent their days toiling beneath the Richest Hill on Earth and their nights organizing the unions they hoped would bring them fairer wages and safer working conditions. History that examines the lives of immigrants in Red Lodge, blacks in Helena, and Indians at Fort Peck. History as concerned with people, movements, and esthetics as it is with politics, militia, and economics.

Moving social history into Montana's



Girls shocking wheat in the Gallatin Valley. Albert Schlechten, photographer. Courtesy of Montana Historical Society, Helena

classrooms is the goal of a three-year project instigated by the Office of Public Instruction, directed by historians Linda Peavy and Ursula Smith. The project will be guided by an advisory council made up largely of classroom teachers, historians, and other interested educators who are committed to broadening their concept of history. Since relatively few social studies

teachers have themselves been exposed to Western history taught from a social perspective, the Social History Project will hold two three-week summer institutes, one in 1990 and one in 1991, featuring lectures and methodology workshops on family history, ethnic history, native American studies, labor history, and women's history.

The 60 teachers trained in those institutes will be instrumental in designing the teaching modules and classroom exercises that will be featured in a social history manual keyed to Montana history texts. The manual will be developed and field-tested over a three-year period, then published and distributed by OPI. Beginning as early as 1992, a core group of institute trainees will conduct inservice workshops in school districts across the state. The workshops will introduce social history concepts and give teachers the background they need to use the manual and other resources as they work toward a more balanced presentation in teaching the history of the American West and Montana.

Anyone interested in participating in the project should contact Claudia Clifford at the Office of Public Instruction (444-4317). Teachers are encouraged to contribute lesson ideas and resources to the social history curriculum.

—Linda Peavy and Ursula Smith

Spotlight on the Education Forum

Even under the best of circumstances, reaching consensus among 11 different organizations, each with its own particular self-interest, is a tall order. Under circumstances as explosive as the recent school equalization crisis, it's downright formidable. Yet consensus is just what the Education Forum, a loose-knit coalition of education groups, managed to achieve during the 1989 equalization debates. And while the forum fell short of its equalization goal, it got education groups at all levels thinking statewide and working together in mutual trust. In the end, this may prove to be the more important victory.

Who is the Education Forum? That depends on what time period you're talking about. Its membership has ebbed and flowed over the years depending on who was in charge (the chair rotates between participating groups) and what issues were being discussed. In fact, the term "coalition" might be too formal to describe this amorphous group, which has no fixed structure, no bylaws, and no officers.

This lack of formality hasn't prevented the Ed

Forum from being a major player in the school funding drama. In fact, according to spokesmen from two member groups, it has been a key ingredient in making consensus possible. "If we tried to formalize [the forum], it would die," says Bob Anderson, director of the Montana School Boards Association. Eric Feaver, president of the Montana Education Association, agrees. "If we'd designed it and institutionalized it and elected officers," he says, "we couldn't have done any better."

While the Education Forum became most visible during the last couple of years, the group has existed—in one form or another—for the better part of a decade. The name first emerged in 1983, when several education groups, spearheaded by the Montana Education Association (MEA), Montana School Boards Association (MSBA), and School Administrators of Montana (SAM), began meeting quarterly to discuss such issues as certification, accreditation, and teacher testing. Darrell Rud, past president of SAM and an active participant in the forum, says the forum came together because education groups

were tired of hearing legislators say, "If you guys could only get together, maybe we could accomplish something." The legislature, says Rud, was frustrated with dissension in the education community.

"If we keep the lines of communication open, the sky's the limit on what we can do."

The Ed Forum first lobbied the legislature as a united entity in the 1985 legislative session. "Mostly," recalls Eric Feaver, "we agreed on what *not* to do together. We agreed not to pursue our own special agendas at other groups' disadvantage."

(Continued on page 9.)

Spotlight on the Education Forum (Continued from page 8.)

In 1986, when the legislative fiscal analyst issued a report on school funding equity, the Ed Forum saw storm clouds gathering on the horizon, and "meetings started to pick up speed," says Anderson. That June, a special session of the legislature took a big bite out of the state's education trust fund. "That really stimulated the adrenalin," recalls Feaver. The forum began working more aggressively on school funding issues.

Then came the filing of the now-famous underfunded schools suit. On its heels came the state supreme court decision requiring Montana to equalize per-pupil expenditures and equalize local taxing efforts. The forum knew then it would have "a real mess on our hands in the '89 session," according to Feaver, and it turned its full attention to equalization.

In December 1988, with the '89 session looming, the forum began hammering out its own equalization plan. Other groups began participating in forum discussions, including the Montana League of Women Voters, Montana Ambassadors, and the plaintiffs from the underfunded schools suit. The Office of Public Instruction, under newly elected Superintendent Nancy Keenan, also became an active participant, along with the state Board of Public Education.

As a result of its homework, the forum entered the 1989 session with a consensus plan for school equalization. This was a significant departure from previous sessions, says Feaver, when the various education groups "went all different directions." Even so, member groups spent as much time lobbying each other as they

did the legislature. Some groups, Feaver says, needed periodic "attitude adjustments" so they wouldn't sell out the state for the benefit of their particular concerns. Most groups had to give up some pet positions. Despite these distractions, the forum held together.

When the governor vetoed the school funding bill and sent the legislature into an emergency special session, the Ed Forum was back at the capitol too. Again, it came armed with a plan providing for a quality education for all Montana students without overreliance on local tax levies. When the legislature developed House Bill 28 instead, the Ed Forum was faced with a dilemma. House Bill 28 did not equalize funding, but it was clear that the special session would never end unless they let the bill pass.

House Bill 28 did pass and is now law. "The final result was not the best result," admits Anderson. He adds, "It was not a step backward."

"You couldn't put a dollar value to what we gained," says Rud. What they gained, he says, was the respect of the public and the legislature, and unification among education groups.

"I think we grew tremendously over the last two to three years," Anderson says. "We've been able to set aside issues we've been bogged down on." As an important offshoot of the Ed Forum's efforts, Anderson points out, MEA, SAM, and MSBA have held joint board meetings two years in a row to work together on school funding issues—an extraordinary cooperative effort that holds great promise for future work. "We found

out a lot about what power we have jointly and what power we don't have," says Anderson. "I think we really broke some ground."

The Education Forum's ground-breaking work created an unprecedented unanimity among Montana's education groups. As Montana grapples with its complex array of education problems, that unanimity could be the key to solving those problems. It won't happen unless the forum keeps talking together, cautions Rud. "It's a fragile alliance," he says. "But if we keep the lines of communication open, the sky's the limit on what we can do."

1989 Members of the Education Forum

School Administrators of Montana
Montana School Boards Association
Montana Federation of Teachers
Montana Education Association
Local Control
Indian Impact Schools
State Board of Public Education
Plaintiff Districts
Montana Association of School Administrators
Office of Public Instruction
Montana Association of County School Superintendents

House Bill 28: A Primer

In response to the state Supreme Court ruling that Montana's current school equalization system is unconstitutional, the Montana Legislature—meeting in a long and hot June special session—passed HB 28, a major (214-page) school funding revision. Montana watched with bated breath to see whether Governor Stephens would sign the controversial bill into law by the August 15 deadline. The governor did sign the bill, and the new system will take effect for the 1990-91 school year.

Teresa Cohea, senior management analyst for OPI, offers here a synopsis of HB 28. If you have questions about the repercussions of the new law for your school or district, you are welcome to call Teresa (444-3168) or Jan Thomson (444-4305).

House Bill 28 increases state support for K-12 education by 1) adopting foundation schedules \$67.2 million higher than Fiscal Year 89 schedules and 2) providing state dollars for a portion of the permissive and retirement levies in many districts.

The increased state support is financed by a mandatory statewide 95 mill levy, a five percent surtax on individual and corporate income taxes in 1990, and reallocation of coal, lottery, and income tax revenue. The bill also repeals the current net and gross proceeds taxes on coal, oil, and natural gas and provides for a severance tax in their place.

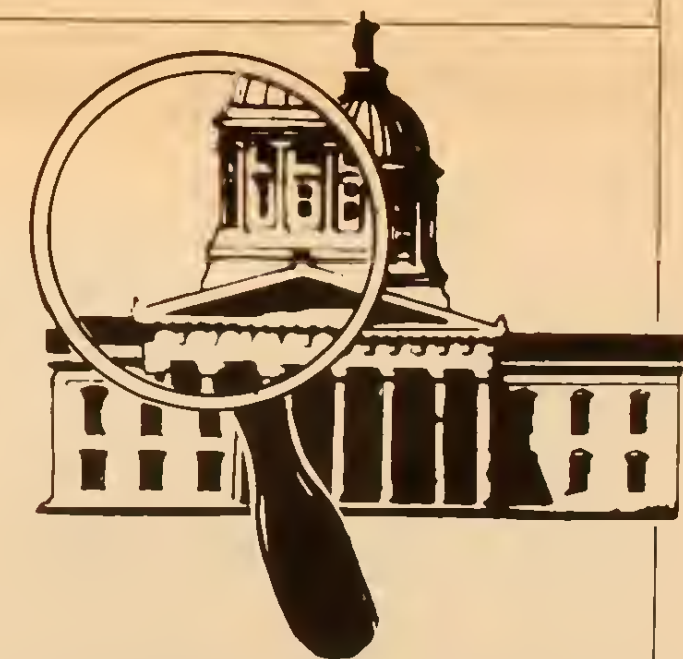
While HB 28 raises the statewide mandatory school equalization mill levy from 45 to 95 mills, it substantially increases state support for the

foundation program, so the need for local permissive and voted levies will decrease. In many areas, the net impact will be a property tax reduction.

Guaranteed Tax Base (GTB)

Under HB 28, the state will provide state support for permissive mill levies and retirement costs for school districts whose taxable value per average number belonging (ANB) is less than the state average. The state support for this "guaranteed tax base" (GTB) in FY 91 is expected to total \$28.5 million.

Each year, the Office of Public Instruction will calculate the GTB statewide average by dividing the taxable value of all property in the state by the state ANB. Similar calculations will be made



for each district.

If the district's taxable value per ANB is less than the statewide average, the state will subsidize the district for the difference between its mill value per ANB and the statewide average. If a district's taxable value per ANB is greater than the statewide average, it will receive no subsidy from the state under the GTB and must use its own taxable value in calculating permissive and retirement levies.

Permissive and Voted Levies

HB 28 allows districts to impose permissive levies up to 25 percent of their foundation program amount. These permissive levies are calculated on the GTB for eligible districts.

(Continued on page 19.)

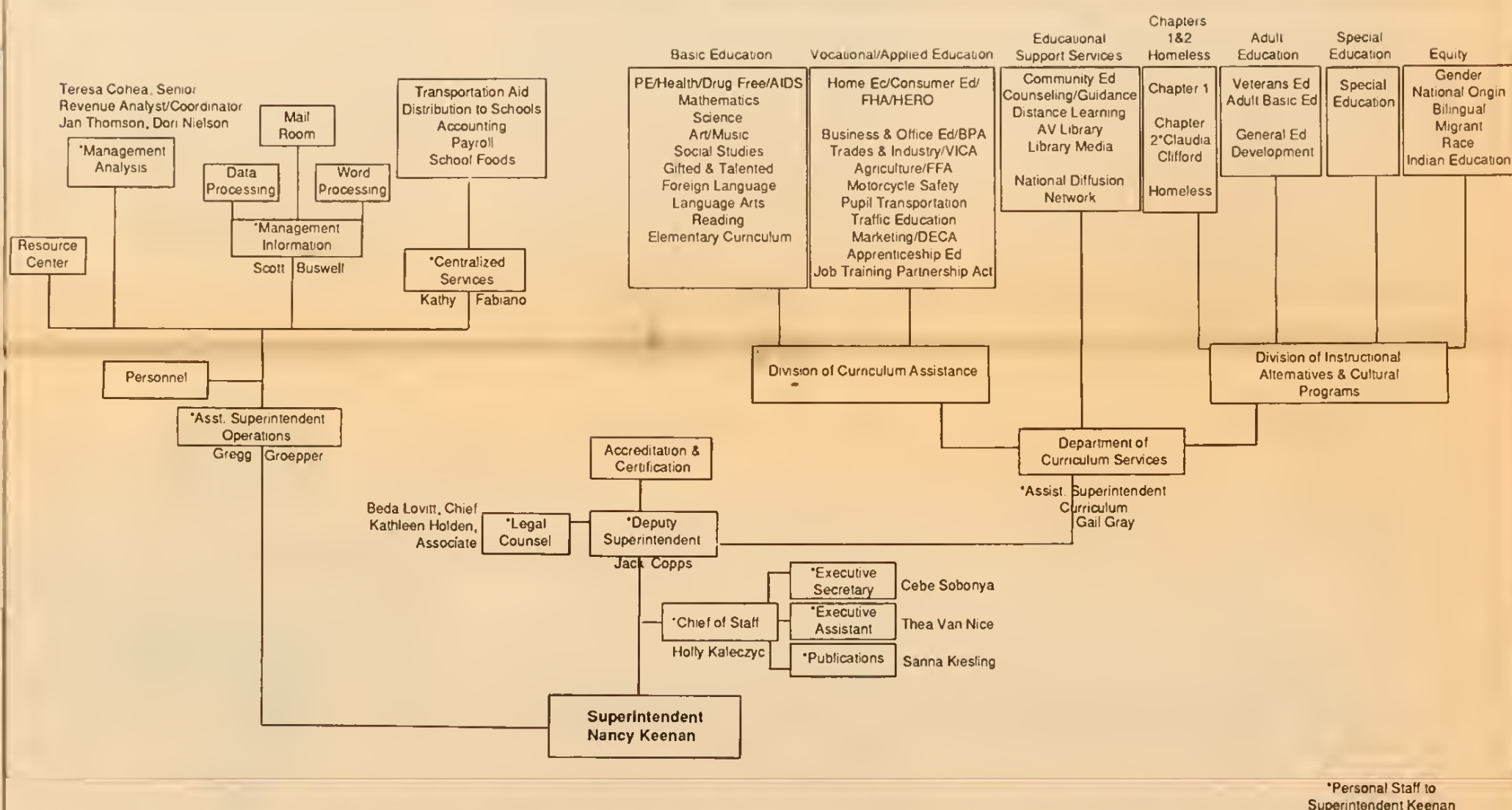
Meet the New OPI

The year 1989 has seen many changes at the Office of Public Instruction. You'll find lots of new faces at OPI these days, as well as many of the same familiar faces.

The chart below shows the new organization of services at OPI and names Superintendent Keenan's personal staff.

Since OPI's offices are scattered throughout five buildings in Helena, we've done some office re-shuffling in order to improve efficiency and consolidate services. Most notably, the accreditation and certification departments have moved from 1300 Eleventh Avenue to the Capitol office. Phone numbers for accreditation and certification have not changed. If you visit these departments, you'll find the Capitol office in the throes of renovation. Please excuse the debris!

Office of Public Instruction



*OPI staff are here to serve you!
Call us at 444-3095.*



Meet the New OPI

Incoming

Jan Cladouhos, June Atkins, and Ann Ford joined the OPI staff this summer. They fill three elementary curriculum positions that have been empty for several years. OPI is very pleased to have the positions filled at last, especially by three such competent people. Collectively, they bring over 50 years of practical experience to OPI.

As curriculum specialists, they will help provide technical assistance to school districts, assist school districts with curriculum, and act as liaisons with professional organizations such as the reading council. They will also help districts meet the new accreditation standards. They will be spending as much time as possible right in the schools; otherwise, you can reach them at the phone numbers listed below.

Jan Cladouhos (444-3714) taught English for 18 years at Butte High School and Kalispell Junior High. She also worked with Helena schools in publications and curriculum, with a focus on assessing student writing abilities.



Jan Cladouhos

Jan holds a bachelor's degree in English from Montana State University and a master's in administration from the University of Montana. As OPI's new **language arts curriculum specialist**, Jan hopes to coordinate language arts efforts in the state. By serving as a "broker" between teachers and various high school, college, and private projects, she will steer teachers to where the expertise in Montana lies. Another goal of Jan's is getting more Montana literature in the schools.

As OPI's new **reading specialist**, **June Atkins** (444-3664), will be available to help schools develop reading programs. With a bachelor's degree from Eastern Montana College and master's from the University of Montana, June has 32 years of teaching under her belt. She has taught kindergarten through eighth grade, plus special ed. She also served as district reading coordinator at Deer Lodge and has been involved with reading in the Chapter 1 program.

June currently serves as the International Reading Association coordinator for Montana, a



June Atkins

voluntary position that she feels will coordinate well with her work at OPI.

Ann Ford (444-3638) brings 22 years of teaching and administrative experience to her position as OPI's **elementary curriculum specialist**. She has taught all grades from preschool through eighth grade and has been a principal in elementary and middle schools. She has worked in schools in Nebraska, Washington, Utah, and Montana.

Ann holds a bachelor's degree in elementary education from the University of Nebraska and a master's in administration from the University of Montana. Her special area of expertise is in classroom management.

Other new faces at OPI include **Dick Field**, our new motorcycle safety specialist, and **Jim Oberembt**, who will supervise implementation of generally accepted accounting principles (see the related article in this issue of *Montana Schools*). More on these two folks in the next issue.



Ann Ford

Outgoing

In August, OPI said good-bye to former staffers Ed Eschler, John Voorhis, and Bob Stockton. These three have contributed enormously to OPI and to Montana education. They will be missed!

Ed Eschler came to OPI in 1970 as Assistant Director of Basic Skills. After a year in Australia on international exchange in 1974, he returned to OPI as the social studies specialist and has continued in the position ever since. Ed leaves OPI for a four-year stint as the education service officer for Montana's Army National Guard. After that, he says, he may try part-time teaching at a community college.

Some of Ed's accomplishments at OPI include defending the Native American Studies law in

the 1979 legislative session and helping formulate middle school program standards. He is especially proud of getting two classes of Montana students to participate in a national competition on the Bicentennial of the U.S. Constitution and Bill of Rights.

John Voorhis has been at OPI for 17 years. He has worked on educational TV, teacher education, and, most recently, as director of certification. Although he is officially retiring, John will continue part time at OPI until the end of the year to continue work in progress. After that? "I thought I'd try to mow my yard," he says. He has had several employment offers but will postpone any decisions until the end of the year.

OPI will begin searching for John's replace-

ment after the first of the year.

Bob Stockton retired in June after 24 years with OPI. He started at OPI as the school finance specialist and also worked in pupil transportation, state aid administration, and Title II. Bob was Assistant Superintendent for Financial Services for four years. His most recent position at OPI was Executive Assistant for Legal Services. He is considered the father of the school foundation program; Montana's entire school system relied on his guidance for many years.

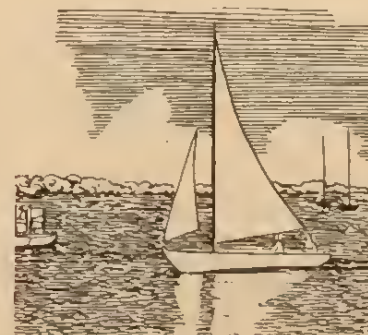
Other staffers who migrated from OPI recently include **Margy Rolando Kernan**, **Steve Colberg**, and **Collette LeFebvre**.



Ed Eschler



John Voorhis



Bob Stockton could not be parted from his sailboat for a photo.

Generally Accepted Accounting Principles

Beginning July 1, 1990, all Montana schools must use generally accepted accounting principles (GAAP), according to an act passed by the 1989 legislature.

While this mandate may come as a jolt to many school officials, support for statewide conversion to GAAP has actually been building steam for some time. The Montana Association of School Business Officials (MASBO) has championed the conversion for years. The '89 legislature unanimously endorsed the change, seeing it as a good government measure. If the state is going to dramatically increase its share of school funding, legislators reasoned, then the state has a right to expect better accountability for those funds.

What does converting to GAAP mean for school districts? Essentially, it means schools will have to account for their revenue and expenditures in the same manner as the state and counties. Each district will have to use the same set of accounting rules and will be measured by the same set of accounting standards. Schools will be held closer to their budgets. For example, schools with cash on hand at the end of the

year will no longer be able to prepay next year's expenses with that cash. For some schools, it will mean a major change of procedure.

Here's the good news, though—the legislature also appropriated funds allowing the Office of Public Instruction to help make the transition to GAAP as painless as possible. This September, OPI hired Jim Oberembt to help schools convert their accounting. Jim was the Whitefish School District's business manager for seven years; he has also worked at the state Department of Commerce as an auditor and an accounting systems specialist. Later this month, OPI will hire a second staff person to work on GAAP implementation.

The new staff will develop accounting manuals and set up a reporting format for schools, potentially creating a system of electronic reporting that will help schools cut down on duplication and paperwork. In addition, the staff will work cooperatively with MASBO and Montana State University's Local Government Training Institute to train school business personnel in generally accepted accounting principles.

With just two staff people to help 546 school districts, OPI clearly must set some priorities. Fortunately, the legislature allowed for three years of staff support to help with the transition. Also, about 150 Montana schools already have computer systems sophisticated enough to handle double entry accounting. These factors should allow OPI to concentrate first on schools handling the largest share of state funds.

Even with OPI staff helping ease the transition, GAAP may create some short-term headaches for schools. In the long run, though, the legislature likely will be more inclined to provide adequate levels of funding once schools demonstrate the ability to handle money in accordance with GAAP.

Do you have questions/concerns about generally accepted accounting principles?

OPI staff can help. Call Jim Oberembt at 444-1257 or Kathy Fabiano at 444-3095.

New Accreditation Standards Take Effect

It has been a long, arduous, and sometimes emotional process, but Montana's new school accreditation standards are finally in place. The new standards officially became effective on July 1, though many aspects will not take effect until 1991.

The new accreditation standards are the result of two years of work by "Project Excellence," an effort involving 78 teachers, parents, administrators, trustees, and the Office of Public Instruction. After an intensive process of study, debate, and public hearings, the Montana Board of Public Education adopted the standards in January 1989.

According to Claudette Morton, executive secretary of the state Board of Public Education, the major difference between the new standards and the old is a matter of quality vs. quantity. In the past, says Morton, standards concentrated almost entirely on numbers—class size, number of teachers, number of books. The new standards still deal with these issues to some extent; for example, they set tighter restrictions on some class sizes and require more counselors, administrators, and librarians. Their main emphasis, however, is in focusing on education as a whole, from kindergarten through twelfth grade. "We're recognizing," Morton says, "that what happens in the first grade will affect what happens in the tenth grade."

By the 1991-92 school year, therefore, schools must begin to develop a comprehensive, coordinated curriculum, spanning kindergarten through grade twelve, in one of nine subject areas. Schools will then have eight years to develop K-12 curricula for the other subject areas, including communication arts, math, fine arts, health enhancement, social studies, vocational and practical arts, library media, science and guidance. In addition, teachers must be involved in the curriculum development process. That may seem like it should be a foregone conclusion, Morton notes, but in some school districts, teachers have no involvement in curriculum.

The new standards also stress cross-content curriculum and thinking skills, concepts that are on the cutting edge of national education philosophy. And, for the first time, they validate and encourage "distance learning," which lets students learn through telecommunications.

Some Montana school districts are concerned about the cost of implementing the new standards. While Morton agrees that some additional resources will be required at the local level, she emphasizes that the standards offer a broad set of alternatives, allowing schools considerable flexibility in meeting the standards.

The Board of Public Education will be working closely with the Office of Public Instruction, which administers the standards, to determine actual costs on a school-by-school basis.

"The new standards represent a change of direction," Morton says. "Any time you move in a new direction, you have to move slowly and carefully." Interpreting and implementing the new standards "will take a lot of fine tuning."

Nancy Keenan, Superintendent of Public Instruction, agrees. "Several key areas in the new standards need interpretation," she says. To accomplish that, Keenan will be setting up a statewide task force to work with OPI in fine tuning the standards.

"The process is ever-evolving," says Keenan, "because the world and the marketplace are ever-evolving. Our school system must follow suit. An important strength of these standards is their flexibility. By allowing for alternatives, they also preserve and expand local control." OPI, she adds, will play a major role in helping schools implement the new standards by providing technical expertise.

The bottom line, according to Keenan, is that these new standards begin to bring Montana accreditation up to date. "If Montana's students are going to compete in their world," she says, "we must prepare them for the 21st Century."

Montana Gets a Slot on The Nation's Report Card

In the 1989-90 school year, for the first time, Montana schools will take part in the National Assessment of Educational Progress (NAEP), better known as The Nation's Report Card.

NAEP is a congressionally mandated, national effort to measure the progress of our private and public schools over time. The project is perhaps best known for its recent, highly publicized disclosure that nearly half of the nation's 17-year-olds lack basic math skills. It has also traced more positive, less ballyhooed trends, including the gradual rise of most American kids to basic literacy, and the steady shrinking of the performance gap between white and minority students.

For the last 20 years, NAEP has given American educators objective information about what our students know and can do in key areas. Every two years, the program randomly samples about 2,000 schools across the nation and tests about 130,000 elementary, middle school, and high school students. NAEP is the only ongoing project to track trends at all three levels.

In the last five years, NAEP has published several major statistical reports, including *The Mathematics Report Card*, *The Science Report Card*, and *Computer Competency*. While NAEP itself doesn't promote any particular methods or policies, these reports have played a major role in shaping the education debate in America. In recent years, they have given educators and policymakers ammunition for declaring War on Ignorance, and they have indicated strategies for success in that war.

NAEP has selected 20 Montana schools to participate in its 1989-90 assessment. NAEP personnel will begin contacting school districts this fall.

In addition to the national testing, Congress recently authorized NAEP to try a new state testing component in February 1990. Montana is one of 42 other states and territories that have volunteered to participate in this project, called the 1990 NAEP Trial Assessment Program. Developed with extensive input from the states,

the trial state program will examine math skills of about 2,000 eighth graders in about 100 schools in each state. According to Jack Copps, Deputy Superintendent of Public Instruction and Montana's coordinator for the state testing, the project will give states a chance to see how well their students are doing as compared with other states and territories. Montana will receive results from the testing in 1991.

One hundred twelve Montana schools will participate in the trial state testing, which will be administered by local school or district staff. Four schools will participate in both national and trial state testing. Both assessments take a little over an hour to complete. Results from both will be kept strictly confidential, although districts may release information if they choose.

"The whole point of the NAEP testing is better schools," says Jack Copps. "The grade Montana gets on The Nation's Report Card will give us tremendously valuable information about where we should focus our attention to prepare our kids for the future."

NEWS BRIEFS

BUTTE SCHOOL DISTRICT SCORES NEH GRANT FOR CHILDREN'S LIT

They just aren't writing children's books like *The Wind in the Willows*, *Huckleberry Finn*, *Treasure Island*, and *The Secret Garden* anymore. That's the conclusion Butte West Elementary School teacher Yvonne Sundberg reached three years ago. She was reading the basal reader one day, she recalls, "when suddenly I thought, what am I reading this for?" What had happened, she wondered, to the great books she had read as a child? She learned that they had disappeared from the classroom due to textbook industry trends in the last decade. Sundberg felt her students were missing out on a wonderfully rich literary heritage. So she decided to bring these venerable and beloved books back into the classroom herself.

At Sundberg's urging, the Butte school district let her develop a pilot program called "Classics in the Classroom." She was allowed to buy 30 copies of 12 books for her students. Before long, other teachers in the district were asking to borrow the books. Now the program has been established in elementary grades throughout the district.

"The kids loved it," Sundberg says. She became so enthused by the response that she decided to seek a grant from the National Endowment for the Humanities (NEH) to expand the project. The NEH responded recently by awarding Butte School District No. 1 a grant of \$64,000 to develop a seminar called "Children's Classics—The Victorian Age" for elementary and middle school teachers. This is not only the first NEH grant awarded to Montana schools, it may



Recess under the Big Sky. Pine Creek School near Livingston. Courtesy of Montana Historical Society, Helena.

also be the first grant awarded for the study of children's literature. "It's a real breakthrough," says Sundberg. She believes it indicates that, for the first time, the NEH is recognizing children's literature as a legitimate form of study.

The seminar traces the development of children's literature into an art form during the Romantic Movement, which celebrated imagination and wonder in the Victorian Era. Twenty teachers from across Montana are attending the six-part seminar, earning nine quarter credits. Instructors include nationally renowned professors of children's literature.

LAW-RELATED EDUCATION INSTITUTE

If you were on the 1861 U.S. House Judiciary Committee, what would you do? You've just

learned that the president of the United States, Abraham Lincoln, has broken his oath to defend the U.S. Constitution. He has illegally withdrawn money from the treasury and raised an army and navy without congressional authorization. But he did so to fulfill his promise to save the Union. Do you impeach him or pardon him?

Suppose you were a police officer intervening in a domestic abuse case. How do you decide whether to make an arrest?

These are just a couple of the legal intricacies explored by participants in the eighth annual Law-Related Education Institute. The institute, held in Helena July 31-August 5, was funded by a grant from the federal Office of Juvenile Justice and by the state bar. It was sponsored by OPI, the state attorney general, the state supreme court, and the state bar.

The institute focused on teaching students how to be active participants in a constitutional democracy, with all the attendant rights and responsibilities. Its 30 participants investigated a wide range of legal issues, such as *Roe vs. Wade*, tribal sovereignty, environmental law, media and the law, and street law.

This was not just a "lecture and listen" seminar. Rather, in keeping with the institute's emphasis on critical thinking and decision making, participants got a personal feel for the issues by engaging in role-playing scenarios such as Lincoln's dilemma and the domestic abuse case. They also looked at the evolution of our trial-by-peers system of justice by play-acting a trial that took place in the thirteenth century.

This innovative institute drew rave reviews from participants, including several teachers, a principal, an attorney and a district supervisor.

Introducing the Montana Board of Public Education

The Board of Public Education, created by the 1972 Montana Constitution, consists of seven voting members appointed by the governor and confirmed by the senate. Participating in board deliberations as ex officio members are the governor, the Superintendent of Public Instruction, and the Commissioner of Higher Education. The board also has a student representative, nominated by the Montana Association of Student Councils and appointed by the board.

Current members include Chairperson Alan Nicholson of Helena, Vice Chairperson and Accreditation Committee Chairperson Anita Johnson of Lewistown, Certification Committee Chairperson Ted Hazelbaker of Dillon, Legal Affairs Committee Chairperson Bill Thomas of Great Falls, School for the Deaf and Blind Committee Chairperson Tom Thompson of Heart Butte, Internal Affairs Committee Chairperson Sally Listerud, and Alternative School Accreditation Committee Chairperson John Kinna.

Catherine Laughery of Lewistown is the student representative.

The constitutional charge of "exercising general supervision over the public school system" has translated into the board accrediting all schools and adopting a variety of rules and policies to govern the system. Included are rules to certify all Montana educators, policies for special education and for gifted and talented programs, rules for student assessment, policies and approval procedures for pupil-instruction related days, and rules for equivalency of completion of secondary education.

Further, the Board of Public Education sets standards for school buses and drivers, and prescribes criteria for establishing transportation service areas and determining a student's residence. Other responsibilities include administering and ordering the distribution of state equalization aid; hearing cases regarding denial, suspension, and revocation of teacher certificates; and reviewing teacher education programs at Montana universities and colleges.

Advisory councils to the board include the Certification Standards and Practices Advisory Council and the Montana Advisory Council for Indian Education. The board is also designated by statute as the governing board of the Montana School for the Deaf and Blind.

The board meets eight to ten times a year. All meetings are open to the public. Anyone wishing to submit items for the agenda or desiring further information regarding the board and its activities should contact Claudette Morton, Executive Secretary, Board of Public Education, 33 South Last Chance Gulch, Helena, MT 59620 (444-6576).

—Claudette Morton



Bozeman 8th grade class, about 1896. Courtesy of Montana Historical Society, Helena

Introducing the Certification Standards and Practices Advisory Council

The Certification Standards and Practices Advisory Council makes recommendations annually to the Board of Public Education regarding certification issues, professional practices, and ethical conduct for Montana educators. The council, created by the 1987 legislature, is composed of seven members and meets quarterly.

Currently serving on the council are Chairperson Leo Perkins, elementary teacher from Deer Lodge; Vice-Chairperson Dr. Lee Von Kuster, university professor from Missoula; Mary Sheehy Moe, secondary teacher from Columbia Falls; Betty Jean Olson, elementary teacher from Antelope; Bonnie Speare, specialist from Livingston; Joe McCracken, school administrator from Billings; and Kathleen M. Fritsch, school trustee from Glendive.

During its first full year of operations, the council recommended changes in the teacher education programs at Montana universities and colleges, and language for the distance learning standard in the new accreditation standards. These recommendations were adopted without

substantive change by the board.

Now that distance learning may be used as an alternative standard by schools, the council is interested in the guidelines that will implement the standard. The council's Professional Preparation and Development Committee believes that there is some misunderstanding about why distance learning is important to education in Montana. The committee issued the following statement at the last meeting: "Distance learning should not be viewed simply as an attempt to save money in the school districts, nor should it be seen as a means to 'save' small schools, rather distance learning is a means to make courses available to meet the specific needs of our students. Because of the technology available, the students attending the schools of Montana should have ready access to all education resources."

The council is currently working on development of a code of ethics for Montana educators. The code is in draft form and will be shared with all professional education organizations and col-

leges for comment. Anyone wishing a copy of the draft code may write or call the Certification Standards and Practices Advisory Council, 33 South Last Chance Gulch, Helena, MT 59620 (444-6576). Public comment will also be taken at the council's fall meeting to be held in Havre on November 2.



Montana's first school house. Deer Lodge, 1865. Courtesy of Montana Historical Society

RESOURCE NOTES

Science

Fourth Montana Science Olympiad

The Fourth Montana Science Olympiad will be held November 20-21 at Montana State University. The Science Olympiad Tournament is an academic competition consisting of a series of individual and team events. We include biology, earth science, chemistry, physics, computers, and technology during the day-long competition. The state winners of the two divisions have options of advancing to the national competition in the spring.

Last year, over 900 junior high and high school students from many Montana schools participated in the Olympiad. Students left realizing that science can be fun. We are looking forward to seeing many familiar faces and greeting new Montana Science Olympians. If you have not attended in the past, check your calendar and consider joining us for a fun-filled day.

First, second, and third place Olympic-style medals are given for each event. In addition, championship trophies are awarded to Division B and C teams compiling the most total points during the Olympiad. Currently, there are two divisions in the Montana Science Olympiad—grades 6-9 (Division B) and grades 9-12 (Division C). Ninth graders who attend schools with grades 6-9 are placed in Division B; those attending schools with grades 9-12 are placed in Division C. A Division B team may have only five ninth grade students. A team should consist of both boys and girls and students from all grades (15 students per team maximum). Only one team is permitted in each division per school.

We look forward to seeing you at MSU this fall. For additional information contact Gerry Wheeler, Director, Science/Math Resource Center, MSU, Bozeman, MT 59717 (994-3580).

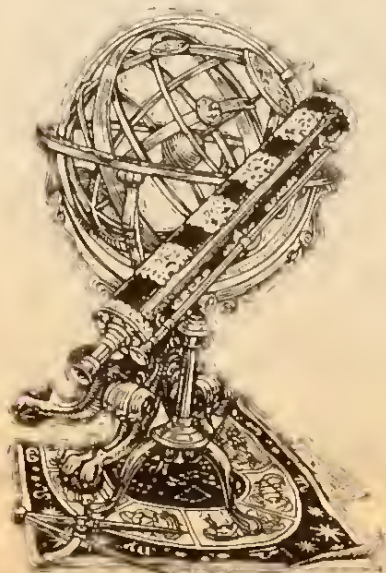
Excellence Awards in Science Teaching

Patricia Able, a biology/physics teacher from Belgrade High School, Marilyn Alexander, a chemistry teacher from Capital High School in Helena, and Darleen Ruble, a physics/chemistry teacher from Lincoln County High School in Eureka, are state winners of the Presidential Awards for Excellence in Science

Teaching. They will represent Montana in the National Competition.

This Teacher Incentive Program is co-sponsored by the U.S. Department of Education and the National Science Teachers Association and coordinated by OPI. It is designed to enhance the professional status of science teachers across the nation by annually honoring an outstanding science teacher from each state.

The awards identify outstanding high school science teachers as models for other teachers; they also encourage good teachers to remain in the classroom.



Montana Students Participate in Summer Science and Computer Programs

Each year, the U.S. Department of Energy (DOE) High School Science Student Honors Program sponsors seven two-week summer workshops for secondary students in computer science and mathematics. At seven of the DOE science research institutes throughout the United States, 52 outstanding secondary students in computer science and science from around the country have an opportunity to work and mingle with scientists and others involved in national energy projects. Each institute deals with a unique area in science or computer science. The following Montana students were finalists and alternates for the DOE honors programs:

Computer Honors Program, Livermore, California, Finalist: Gregory Lee Kiedrowski, Great Falls High School; Alternate: Jonathan David Denton, Flathead Valley Christian, Kalispell

Particle Physics, Fermi National Accelerator Laboratory, Chicago, Illinois, Finalist: Eric B. Loftsgaarden, Sentinel High School, Missoula; Alternate: Kevin

Leslie Rugg, St. Ignatius High School

Argonne National Laboratory, Argonne, Illinois, Finalist: Michael W. Frandsen, Sentinel High School, Missoula; Alternate: LeAnne Nutter, Belgrade High School

Life Science, Lawrence Berkeley Laboratory, California, Finalist: Sara S. Sartorius, Helena High School; Alternate: Patrick James Lager, Shelby High School

National Synchrotron Light Source Center, Brookhaven National Laboratory, Upton, New York, Finalist: Renee L. Doney, Helena High School; Alternate: Sarah Taubner, Sentinel High School, Missoula

Ecology, Northwest Laboratory, Richland, Washington, Finalist: Shauna R. Richardson, Belgrade High School; Alternate: Debbie L. Adolphson, Belt High School

Environmental Science, Oak Ridge National Laboratory, Tennessee, Finalist: Tera L. McCool, Sentinel High School, Missoula; Alternate: David Robert Willis, Polson High School

In addition, the National Youth Science Camp hosts two students from each state at a science education program in West Virginia. Montana representatives this year were Jim Ramsey and Todd Sperry from Sentinel High School in Missoula. These programs are directed by the U.S. Department of Education and coordinated by OPI's math and science specialists and the Montana governor's office. High school science and computer science teachers should be watching during the early part of 1990 for announcements to be sent to every school regarding the 1990 DOE programs.

For additional information on these programs, please contact Bob Briggs, OPI Science Specialist (444-4439) or Dan Dolan, OPI Mathematics Specialist (444-4436).

—Bob Briggs
Science Specialist

Traffic Education

Adapted Montana Driver Manual

Available on a first-to-request, first-to-receive basis is the newly revised *Montana Driver Manual*, an adapted/illustrated version. This

manual is designed to assist new driver license applicants in better understanding and remembering information required to obtain, and then retain, a Montana driver license. It builds upon traffic rules, regulations, laws, and other concepts covered in the regular Montana driver's manual in a more graphic and easy-to-read format. Each section is followed by a self-test for review purposes.

This manual will help low-level readers be more successful in learning information in the Montana driver's manual. Education staff most likely to have use for it are *driver educators, special educators, reading specialists, resource room persons, and others.*

For more information about this material and/or to request copies, contact Curt Hahn, Traffic Education Programs, OPI, Helena, MT 59620 (444-4432).

—Curt Hahn
Traffic Education Specialist

Indian Education

Montana Institute for Effective Teaching of American Indian Children

During the week of June 12-16, 1989, the First Annual Montana Institute for Effective Teaching of American Indian Children was held in Great Falls, Montana, at the Great Falls Vo-Tech Center. Approximately 57 elementary teachers from around Montana took part in this unique teacher-training project. The institute was sponsored by the Office of Public Instruction, Helena; Resource and Evaluation Center II, Bismarck, North Dakota; Northwest Regional Education Laboratory, Portland, Oregon; Great Falls Public Schools; and the University of Montana.

The institute was designed to strengthen teaching skills of elementary teachers who work with Indian children. The institute's professional staff consisted of Indian education experts from Montana, Oregon, Washington, Minnesota, and North Dakota. This staff provided up-to-date materials, information, and strategies that have proven effective in helping American Indian children become successful, educated adults. Participants also took part in a variety of extracurricular activities, including a barbeque, Indian-taco lunch, and a bus tour of Great Falls.

(Continued on page 16.)

RESOURCE NOTES

(Continued from page 15)

Below are some selected comments from institute participants:

I gained a lot of information about and respect for the problems Indian children face. I also gained insights as to how to help them in their educational experience.

The institute didn't just involve theory; it also had good hands-on activities.

Many ideas and information were presented that are practical and can be incorporated into any curriculum.

Graduate-level credit was arranged for this program through the University of Montana and approved by OPI for recertification credit.

Because of the excellent response from teachers and the positive evaluations from participants in the Great Falls Institute, plans are already underway to hold a second institute in Billings next June. A planning committee has been investigating possible dates, credit, activities, and consultants and should have information available to schools by October 1989. Bob Parsley, Indian Education Specialist at OPI, will again be responsible for coordinating the Billings Institute.

—Bob Parsley
Indian Education Specialist

Arts Education

Art is a PROMISE we make to ourselves to LIVE LIFE TO THE FULLEST. It is a means of lighting up the IMAGINATION, enabling us to see deeply into our VISIONS. It is a way of breaking apart the SEEDS of time and OPENING ourselves to the enchantment and exuberance offered up by the HISTORY of the race.

—Norman Cousins

All Arts

Montana's 1988-89 Centennial year saw participation by an all arts community in *Create The Vision: Montana's Arts Education Caucus* sponsored by OPI, Montana Arts Council, and Montana Alliance for Arts Education. A *Declaration of Arts* by the Caucus has been published and is available upon request from the Arts in Education Program, OPI (444-4442).

Centennial Arts

Centennial arts celebrations include the Montana opera, *Pamela*, which premiered in Billings

August 25-26. Possibilities are being explored for deriving curriculum units from the opera in such cross-curricular areas as literature, music, Montana history, and women's history. Another noteworthy event is the current exhibition at the Montana Historical Society, Helena: *The William A. Clark Collection: Treasures of a Copper King*. This exhibit will remain at the Historical Society through October 7.

Institute/Curriculum Guide

The 1989 Montana Visual Arts Institute was held June 18-23 at Western Montana College of the University of Montana, focusing on the relationship between aesthetics, art history, art criticism and art production. A *Montana Visual Art Curriculum Guide* was published in June 1989. It includes the fine arts component (creative movement, drama, music and visual arts) of the Montana accreditation standards and will be distributed to interested school districts. For information on future institutes, guides, and technical assistance, contact Janet Klecker, Arts Education Specialist, OPI (444-4442).

Missoula (Barbara Karst); and *Lisa Heaston*, Skyview High School, Billings (Richard Cottrill). Students participated in a two-week institute instructed by professional artists at The Colorado College, Colorado Springs. For information contact Jim Poor, Chair of the Montana Alliance for Arts Education (MAAE) and Director of the Holter Museum of Art, 12 E. Lawrence, Helena, MT 59601 (442-6400).

Art Series/Music Series

A PBS nine-part series entitled *Art in the Western World* will begin Monday, October 2, 1989. It will consist of nine one-hour programs on art from ancient Greece to the present: Classical Period, Romanesque and Gothic Art, The Early Renaissance in Italy and the North, The High Renaissance in Rome and Venice, Seventeenth Century Art, The Age of Revolution, Realism, Impressionism and Post-Impressionism, The Twentieth Century Before World War II and After. For information on the program and the study guides accompanying it, call 1-800-LEARNER. (NAEA News, August 1989)

Music in Time, a 16-part series on

resource for K-12 teachers who wish to use *creative movement* in their classrooms as a kinaesthetic language as well as for interdisciplinary instruction. For information contact Karen Kaufmann, 223 W. Kent, Missoula, MT 59801 (721-4272).

Suitcase Art & Saffire Units, contact OPI Film Library (442-3170).

NDN Programs, "Discipline-Based Art Education" and "Learning to Read Through the Arts," contact Ron Lukenbill (444-2080).

Fall Conferences

Begin now to make preparations to attend your *professional development conferences*:

Music: Oct. 19-20, 1989—Bozeman: Dave Buness, Montana Music Educators Association (MMEA) President, Helena (442-4101)

Art: Oct. 19-20—Great Falls: Jean Price, Montana Art Education Association (MAEA) Chair, Great Falls (791-2167)

Dance: Oct. 20-21—Missoula: Carol Jakes, Montana Dance Arts Association (MDAA) President, MIAF, Billings (245-3688)

Drama: Nov./Dec. TBA—Missoula: Margaret Johnson, Montana Thespian Association (MSTA) President, Sentinel HS, Missoula (728-2403)

Montana State Theatre Association and Montana Performing Arts Consortium joint meeting, Missoula, Feb. 16-18, 1990, MIAF (245-3688)

Arts Award Program

The National School Boards Association (NSBA) has announced the third annual award program to honor a local school board for outstanding support of the arts in education. Begun in 1988, the program is conducted jointly with the Kennedy Center's Education Department/Alliance for Arts Education. The 1990 award will be presented during NSBA's annual convention in New Orleans, LA, April 21-24.

Local school boards may nominate themselves for the award, but they must submit the nomination first to their state school boards association. The state association and the awards committee of the state Alliance for Arts Education will then select one joint nomination from each state. Local school boards must contact their state school boards association for information about the state nomination deadline.

The nomination from each state must be received no later than



Early Helena High School orchestra. Courtesy of Montana Historical Society, Helena.

Congratulations

Congratulations to the 1989 winners of the Marie Walsh Sharpe Art Foundation Summer Seminar Scholarships for artistically gifted high school juniors: Alex Schaeffer, Columbia Falls High School (William McCaw, teacher); Tia Engdahl, Big Sky High School,

the history of Western music, is available on video tape from the OPI Film Library (442-3170).

Creative Movement Units

Hot off the press! *The Language of Movement—An Idea Book for Teachers* by Karen A. Kaufmann (\$8.95). This is an excellent

RESOURCE NOTES

December 1, 1989, to be eligible for the national award. The Kennedy Center Education Department will judge each entry in cooperation with NSBA.

To be considered for nomination, a school board must have demonstrated outstanding policy and financial support for high-quality arts education in its district schools. This should include superior programs of sequential, curriculum-based arts education, as well as an exemplary artist residency program and academically related visits to cultural institutions and organizations in the community or region.

Arts education is defined as including drama and theater, music, dance, visual arts, and creative writing. Eligible school boards also must be members of their state school boards association.

Further information and nomination forms are available from NSBA's Office of Public Relations and Communications, 1680 Duke St., Alexandria, VA 22314 (703-826-6722).

—Janet Klecker
Arts Education Specialist

Math/Computer Education

Mathematics Conferences

During the 1989-90 school year, two outstanding math staff development conferences will be presented. On October 19-20, 1989, the Montana Council of Teachers of Mathematics (MCTM) will host the Twenty-third Annual MCTM State Conference at C.M. Russell High School in Great Falls. About 140 sectionals and workshops covering the entire spectrum of K-12 math curriculum will be offered.

In April 1990, the National Council of Teachers of Mathematics will host its annual meeting in Salt Lake City, Utah. This national conference is always the highlight of math conferences throughout the United States. Given the proximity of the meeting, Montana math teachers should make plans early to attend this outstanding conference. School districts have received their local allocations from the Title II Dwight D. Eisenhower Mathematics and Science Improvement Program funds and can use these monies to pay expenses for teachers to attend both the MCTM and NCTM conferences.

For more information on either of these conferences, contact Dan Dolan, Mathematics Specialist, OPI (444-4436).

Excellence Awards in Math Teaching

Larry Kaber of Flathead High School in Kalispell, Leah McCracken of Lockwood Junior High School in Billings, and Dean Preble of Billings West High School are state winners of the Presidential Awards for Excellence in Mathematics Teaching. They will represent Montana in a national competition.

This Teacher Incentive Program, co-sponsored by the U.S. Department of Education and the National Council of Teachers of Mathematics and coordinated by OPI, is designed to enhance the professional status of math teachers across the nation by annually honoring an outstanding teacher from each state.

WAM Speakers

Once again this year, the Women and Mathematics (WAM) program will provide guest lecturers for Montana's junior and senior high school math classes. Professional women involved in business and industry will make presentations at schools across the state emphasizing the importance of math in students' future careers. These speakers will answer questions on math prerequisites for various careers and provide encouragement for all students to maximize their future opportunities by enrolling in high school math and science classes.

Statistics indicate very clearly that relatively few young women continue to study math beyond the 9th and 10th grades, thus severely limiting their career options and the pool of talent available to employers throughout the United States. There is an obvious connection between this lack of math background and the underrepresentation of women and minorities in many professional fields. The WAM program was developed to encourage professional women to visit classrooms and provide a positive role model for all students.

If you are interested in having a WAM speaker in your school, contact Glenda Tinsley, North Junior High School, Great Falls, MT 59404; Cynthia Bowman, Highland Park School, Lewistown, MT 59457; or Dan Dolan, OPI (444-4436).

MCCE Annual Conference

The Montana Council for Com-

puters in Education will host its annual conference on October 19-20, 1989 at C.M. Russell High School in Great Falls. The two-day conference will include 25 individual sessions covering all aspects of computer use in a variety of curriculum areas K-12. Five computer labs will offer teachers specialized instruction throughout the conference.

If you would like additional information on this conference contact Dan Dolan, OPI (444-4436), or Jan Riebhoff, 211 S. 20th Ave., Bozeman, MT 59715.

Dwight D. Eisenhower Funding Program

The federal grant entitled "Education for Economics Security Act (EESA)," commonly called the math/science legislation, was changed during the last congressional session. The grant is now called "Title II, Dwight D. Eisenhower Mathematics and Science Improvement Program," and local funds for this program have increased significantly over last year's level.

Montana will receive a total of \$642,000 this year from the program. Of that total, \$482,000 will be available for elementary and secondary education programs, and \$160,000 will be distributed to institutions of higher education offering math and science inservice programs for elementary and secondary teachers.

Montana is the envy of other states because we have a large cadre of math and science teacher leaders who have received extensive training under three National Science Foundation-funded programs. These teachers are eager to offer quality inservice programs at the local level. The Excellence for Montana Mathematics Education (EMME) project recently completed its three-year program of developing teacher leaders at the K-8 level. Ninety-two of these outstanding teachers are currently available to provide quality math inservice programs for Montana elementary teachers. At the secondary level, the Integrating Mathematics Programs in Computer Technology (IMPACT) project has provided training for 52 math teachers from grades 7-12. The object of the IMPACT program is to develop ways for teachers to incorporate the computer as an effective math teaching tool. These teacher leaders can provide inservice workshops to demonstrate software programs that can make a difference in how math is taught.

In science, the Better Elementary Science Teaching (BEST) pro-

gram recently completed its third summer training program. One hundred fifty elementary teachers have attended the summer programs at Eastern Montana College, University of Montana, and Montana State University over the past three summers. These teachers can present math and/or science workshops in your district or region, and local funds from Title II can be used to support these programs.

If your district is interested in having one of these highly trained experts provide inservice in math or science for your district, please contact Bob Briggs, Science Specialist (444-4439) or Dan Dolan, Mathematics Specialist (444-4436) at OPI for a list of leaders in your region.

Certification Standards for Computer Science Teachers

During the past three years, several studies have been completed concerning certification for computer science teachers. As a result, the Board of Public Education requested that the Office of Public Instruction establish a committee to develop standards for certification. This committee will present its final recommendations at the board's September meeting.

This certification will be required only for teachers teaching courses specifically intended as computer science, computer programming, or computer literacy. It will not be required for teachers who use computers for other classes. Certification is being established for the same reason certification is required in any curriculum area: It assures students and parents that teachers are qualified to teach the material, it assures school districts that they are hiring qualified instructors, and it protects teachers from being asked to teach courses for which they are not qualified.

Special recommendations will be made to the board regarding teachers who are presently teaching computer science-related courses.

Once standards for computer science certification have been finalized and adopted by the board, they will be transmitted to institutions involved in teacher training. The board will establish a date by which all people teaching computer science must be certified.

If you have questions regarding certification, please contact Dan Dolan (444-4436).

—Dan Dolan
Mathematics/Computer
Education Specialist

UNCLASSIFIEDS

Unclassifieds is a bulletin board of resources, events and announcements of interest to educators. The naming of a service or product does not mean a recommendation or endorsement by the Office of Public Instruction.

Resources

Square One TV

Square One TV is a zany, fast-paced mixture of music videos, sitcoms, and game shows, and it's all about mathematics. Developed by the creators of Sesame Street, the Electric Company, and 3-2-1 Contact, the show is broadcast daily on most PBS stations, returning to the air September 11, 1989, after a summer break. This series is geared for eight-to-twelve-year-olds. Teacher guides for using the show in classrooms may be ordered by writing, Game Shows, Box TG, Children's Television Workshop, 1 Lincoln Plaza, New York, NY 90023.

Graphing Calculators Available

The Montana Council of Teachers of Mathematics has 100 Casio 7000G graphing calculators for sale to schools and high school students. The council made a special volume purchase and is passing the savings on to schools. The calculators cost \$62, which includes mailing costs. Regular price is \$79-\$89. These calculators have 193 functions, programming ability with 422 steps and 26 memories, and full graphing capability. Each calculator comes with a manual and scientific calculator workbook. To order your calculator or for additional information, contact Darlene Baugh, Alkali Creek School, Billings.

Attention: Prefirst Grade Teachers

Toni Gunnerson, a prefirst teacher in the Kalispell School District, has received the Christa McAuliffe Fellowship Grant for the year 1989-90. Part of her proposal is to coordinate a conference during MEA Days for all prefirst grade teachers (prefirst meaning a grade between kindergarten and first grade), to publish a monthly prefirst newsletter, and to visit all prefirsts in the state. Toni would like to compile a mailing list and needs all prefirst grade teachers to contact her by telephoning or writing Toni Gunnerson, 400 Hilltop Ave., Kalispell, MT 59901 (752-4848).

"American as Apple Pie . . .

. . . That's What Stress Is." This is the title of a brochure recently published by the Mental Health Association of Montana (MHAM) with funding assistance by the Montana Area Health Education Center. This simple brochure helps readers understand stress, its symptoms, and how to get help if stress becomes overwhelming. Additionally, it offers practical tips to reduce the effects of stress in our lives.

You may receive a free copy of the brochure by contacting MHAM (address below). A self-addressed, stamped return envelope is requested. Multiple copies can be obtained at discounted rates.

MHAM also has a free listing of other brochures, video tapes, film, and training materials available through their office. Information ranges from Alzheimer's Disease, Adolescent Depression and Suicide, and Children in Distress to Coping With Your Job, Unemployment, Growing Older, Separation and Divorce, and Everyday Life. Special training videos and materials include Coping With Farm Stress and Building Self-Esteem in Children.

MHAM, a division of the National Mental Health Association, is a nonprofit education and advocacy organization of volunteers concerned with good mental health for all Montanans. MHAM offers a wide range of educational information and publishes a quarterly newsletter with up-to-date information about mental health in Montana. Membership is open to all individuals, businesses, and organizations. For more information contact MHAM, 555 Fuller Ave., Helena, MT 59601 (442-4276).

PACT Program for Parents and Adolescents

Recipient of the 1989 American Medical Association award for "Excellence in Education and Prevention," the Parents and Adolescents Can Talk (PACT) office in the MSU Extension Service can provide curricula, supportive audiovisual teaching aids, teacher inservice, and technical assistance for health and sexuality education programs. The PACT curricula help build youth and parent communication skills, build youth self-esteem, build parenting self-confidence, and change behavior as well as increase knowledge. Evaluations from 26 communities across the state show the program works.

The "made-in-Montana" PACT curricula are available for three

youth age groups: 5th-6th grade level, 7th-9th grade level, or 10th-12th grade level. The curricula are available in two versions, 1) the school classroom/adult education version and 2) an out-of-school community education program for youth and parents. Because the PACT program focuses on communication between parents and youth, it has implications for a range of youth issues: teen pregnancy, AIDS and other sexually transmitted diseases, substance abuse, school drop-outs, youth suicide, child abuse, and youth violence. For further information call Joye Kohl (994-4981) or write PACT, Taylor Hall, MSU, Bozeman, 59717.



Absarokee, Montana schoolhouse and its first students. Courtesy of Montana Historical Society, Helena.

Centennial

Centennial Reading Material

Looking for centennial reading materials for your students grades 4 and up? *The Way It Was*, a simple, straightforward book, offers a personal glimpse into Montana's past. Author and long-time Montana educator Henry Jorgenson tells his own story of his life as a small boy in the Danish community of Dagmar, Montana at the turn of the century. Against the backdrop of the immigrants' struggle to wrest a living from northeast Montana's dry farmland, the author paints a vivid picture of the day-to-day life of a farm family in the early days. Available through Henry Jorgenson, 733 E. 6th Ave., Helena, MT 59601 (442-8343).

Your Classroom and the Montana Centennial

It's not too late to celebrate Montana's hundredth birthday with your students, and this guide to student activities offers "a thousand ways or more" to celebrate

and learn. Written by Larry Anderson, a Montana school librarian, "Your Classroom and the Montana Centennial" is available through the Montana Statehood Centennial Office, P.O. Box 1989, Capitol Station, Helena, MT 59620 (444-1989).

Jeannette Rankin Performance

"A Passion for Peace—The Life of Jeannette Rankin" is a one-woman performance by actress Nadine Arlyn. This dramatic presentation of the Montana congresswoman's life sketches the dynamic

moments that earned this courageous woman a unique place in history. In authentically recreated costumes and mostly in Jeannette Rankin's own words, the artist brings to life the ideals to which this woman of integrity dedicated herself—ideals just as controversial and timely in our own lives today as they were in hers: women's rights and world peace.

Ms. Arlyn's performance has drawn enthusiastic reviews for its historical authenticity and artist professionalism. She has performed at many events in Montana and is available to perform in schools. The show can be tailored to fit any time slot—from the full 90-minute play to six-minute vignettes. For information contact Nadine Arlyn, 8020 Honey Drive, Los Angeles, CA 90046 (213-654-2107).

Events

Post Adoption Seminars

Montana Post Adoption Center, an agency established to act as facilitator, coordinator, and clearinghouse for statewide post legal adoption services, is sponsoring

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training seminars for mental health and educational professionals entitled "After Adoption: Keeping the Family Together." The presenters are Kenneth W. Watson, M.S.S.S., and Jean Pierre Bourguignon, Ph.D.

One objective of these seminars is to provide a framework that will help professionals, including school counselors, to respond more appropriately to requests for assistance from adoptive families.

Training seminars will be from 8:30 a.m. to 4:30 p.m. at the following sites:

October 17—Billings

October 18—Missoula

October 19—Helena

October 20—Great Falls (in conjunction with the MEA state convention)

For more information, contact Helen Costello, P.O. Box 634, Helena, MT 59624 (449-3266).

Professional Development Training Program

The U.S. Department of Education has awarded \$145,953 for the third year of the Leadership in Educational Administration Development Grant to School Administrators of Montana (SAM). The federal funds represent 50 percent of the project's total cost, to be matched by local in-kind contributions.

This professional development training program grant, administered by SAM, is known as the Montana Academy for Leadership Development. SAM is a statewide umbrella organization consisting of the Montana Assoc. of School Administrators, Montana Assoc. of Secondary School Principals, Montana Assoc. of Elementary and Middle School Principals, Montana Assoc. of County Superintendents, and Montana Council of School Administrators of Special Education.

The training programs provide inservice training for practicing or potential school administrators, plus other education professionals, through a set of 1½-day workshops offered at eight sites throughout the state. The eight paired sites are Billings/Glendive; Great Falls/

Glasgow; Helena/Bozeman; and Missoula/Kalispell. All participants pay a \$55 user fee.

For the 1989-90 school year, four programs will be presented at the eight sites. Topics will be: Assertive Discipline—Parenting and Homework; Personnel Practices—Teacher Screener Interview Training; Computer Application for School Administrators; and Develop Supervisory Leadership Skills.

Program brochures with time schedules and dates were sent to all school administrators and districts in August. For more information contact David M. Bishop, Project Director, 515 N. Sanders, Helena, MT 59601 (442-2518).

Computer Resources

Computer Learning Month in October

The Computer Learning Foundation, a nonprofit educational foundation serving the U.S. and Canada, is holding its third annual Computer Learning Month in October 1989. Montana is a sponsoring state for this month-long focus of computer events, activities, and contests.

New materials and programs issued especially for Computer Learning Month (CLM) include books for teachers, parents, and

students; lesson plan materials for teachers; CLM event kits; and CLM T-shirts. In addition, the foundation is sponsoring several contests for students K-12 and for teachers. Forty-nine grand prizes will be awarded: Apple Macintosh SE, IBM Personal System/2 Model 25, and Tandy 1000TL computers. All Montana schools have received information and entry forms, or write Computer Learning Foundation, P.O. Box 60967, Palo Alto, CA 94306-0967.

CLM will host a weekly series beginning this fall on PBS called "School Vision," which demonstrates how teachers are integrating technology into elementary and secondary classroom curricula.



Computer Money Available

Tandy Corporation, a leading manufacturer of PC-compatible personal computers for the classroom, announces two new grant topics and proposal deadlines for its Tandy Educational Grants Program.

Proposals for the topic, "Using Computers to Enhance Language Skills," must be submitted by November 30, 1989. Proposals for the topic, "Computer Uses With Special Populations (Special Ed, Gifted, At-Risk, Handicapped)," must be submitted by February 28, 1990.

Tandy Educational Grants are awarded through the Radio Shack Education Division and recipients are chosen by an independent

review board. To qualify for a Tandy Educational Grant, educators must request, in writing on letterhead, a copy of the new guidelines package. Requests should be mailed to Tandy Educational Grants Program, 1600 One Tandy Center, Fort Worth, TX 76102.

Computer Learning Programs

Three computer programs designed to help students learn about U.S. presidents, American geography, and the planets of the solar system are available to schools and individuals for \$10.



"Hello, Mr. President" familiarizes the student with each U.S. president, his birthplace and first year in office. "Discover America" is a geography quiz that provides the state name, its capital, location, nickname, and abbreviation. This program is considered the most complex and challenging of the three. "Blue Skies" is about the solar system and offers an all-planet game, educational games of each planet, pioneers of space and space travelers and information on where planets can be viewed in the current year. A 15-page student handbook is included.

All three disks are available for \$10 from Jennifer Ann May, 1017 Woods Way, O'Fallon, IL 62269 (618-624-5832).

House Bill 28: A Primer

(Continued from page 9.)

Districts may submit to the voters levies in excess of the permissive level, subject to the spending limits. These voted levies are calculated on the district's own taxable value, not the GTB.

Limitations on Spending

HB 28 provides that the maximum general fund budget may not exceed the greater of:

- 1) 135 percent of the district's foundation program amount; OR
- 2) 104 percent of the district's general fund budget for the previous school year.

Because of these spending limits, HB 28 exempts school districts from the tax limits set in Initiative 105.

Telecommunications

Recognizing the important role telecommunications can play in rural schools, HB 28 appropriates \$500,000 to support development of, and improvements in, Montana's distance learn-

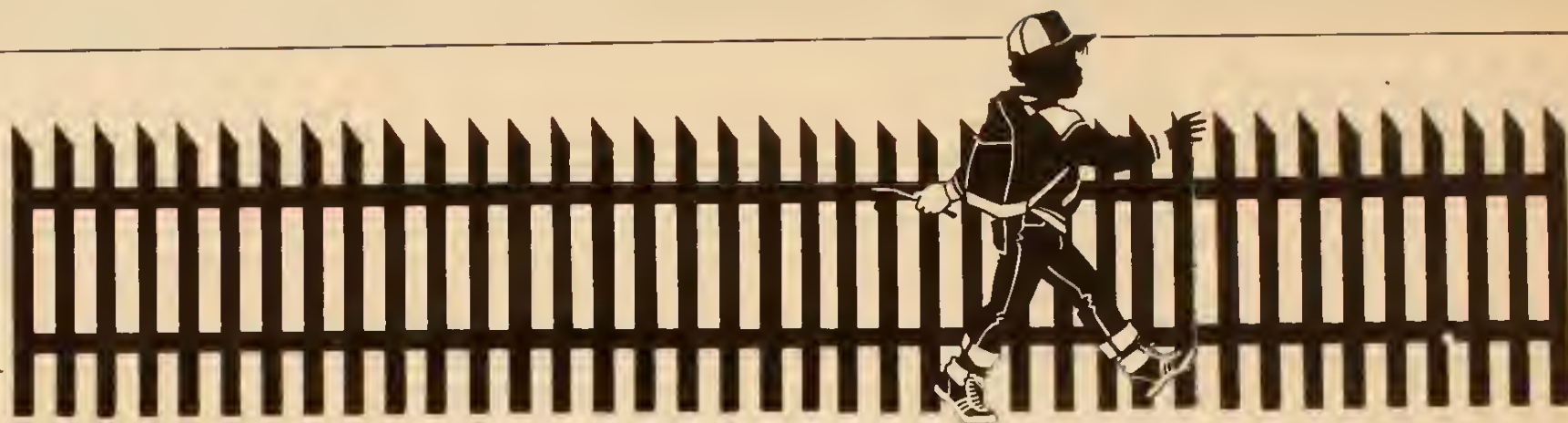
ing telecommunication network.

Studies

Equalization issues will continue to be on the front burner during the next months. HB 28 requires two legislative oversight committees to monitor the implementation of HB 28 and the guaranteed tax base, study options for equalizing transportation and capital outlay costs, and examine other issues related to equalization.

Both committees will present their findings and recommendations to the 1991 legislature.

—Teresa Cohea



CALENDAR

The following is a selection of professional enrichment opportunities and other events of interest to school personnel. For information about specific listings, address inquiries to the contact person noted.

OCTOBER

Oct. 2—Institute: *6th Annual Pacific Northwest Institute on Special Education Law*, Seattle, WA. Dr. James Affleck, Inst. for the Study of Educ. Policy (206-543-7258)

Oct. 4—Conference: *15th Annual Chapter I Fall Conference*, Helena. Pat Pickett, OPI (444-3083)

Oct. 7—Conference: *National Rural Education Annual Conference*, Reno, NV. Ron Lukenbill, OPI (444-2080)

Oct. 10—Meeting: *National Association of State Boards of Education Annual Meeting*, Honolulu, HI. NASBE (703-684-4000)

Oct. 12—Downlink Sites: *Civic Responsibility and the American Student*, (TBA). Ron Lukenbill, OPI (444-2080)

Oct. 18—Conference: *Montana Conference of Education Leadership*, Missoula. Bob Anderson, MSBA (442-2180)

Oct. 18—Workshop: *Strategic Planning*, Missoula. School Administrators of Mont. (442-2510)

Oct. 19—Convention: *MEA Instruction and Professional Development Convention*, Great Falls. Eric Feaver, MEA (442-4250)

Oct. 19—Conference: *Montana Business Education Association*, Billings. Marion Reed, OPI (444-4454)

Oct. 19—Conference: *Montana Vocational Association State Conference*, Billings.

Oct. 19—Conference: *Montana State Reading Council*, Bozeman. Nancy Cooper-smith, OPI (444-4420)

Oct. 20—Conference: *NUTN 8th Annual Conference/Telecon IX*, San Jose, CA. Ron Lukenbill, OPI (444-2080)

Oct. 24—Downlink Sites: *Complying with the Drug Free Workplace Act*, (TBA). Ron Lukenbill, OPI (444-2080)

Oct. 28—Conference: *Teaching About Japan: Conference for Educators*, Missoula, University of Mont. (243-2988)

NOVEMBER

Nov. 9—Convention: *National FFA Convention*, Kansas City, MO. Leonard Lombardi, OPI (444-4451)

Nov. 12—Workshop: *Videodisc Design/Production*, Lincoln, NE. Mary Neal Schultz, Videodisc Group (402-472-3611)

Nov. 15—Downlink Sites: *The Dollars and Sense of Exporting: Navigating the Global Market*, (TBA). Ron Lukenbill, OPI (444-2080)

Nov. 29—Meeting: *Business Professionals of America National Board Meeting*, Orlando, FL. Marion Reed, OPI (444-4454)

Nov. 29—Conference: *American Vocational Association*, Orlando, FL. Marion Reed, OPI (444-4454)

JANUARY/FEBRUARY

Jan. 31-Feb. 1-2, 1990: Convention: *Mont. Assoc. of Elementary and Middle School Principals*, Butte. (442-2510)

MARCH

Mar. 20, 1990—Conference: *7th International Conference on Technology and Education*, Brussels, Belgium. Ron Lukenbill, OPI (444-2080)

APRIL

Apr. 23, 1990—Convention: *68th Annual Council for Exceptional Children Convention*, Toronto, ON, CAN. Joni Alberg (800-336-3728)

Apr. 4-6, 1990—Conference: *Mont. Assoc. of Secondary School Principals Spring Conference*, Bozeman. (442-2510)

Apr. 18-20, 1990—Convention: *Mont. Assoc. of County School Superintendents*, Butte. (365-3963)

Apr. 20-21, 1990—Convention: *Mont. Assoc. of School Administrators*, Helena. (442-2510)

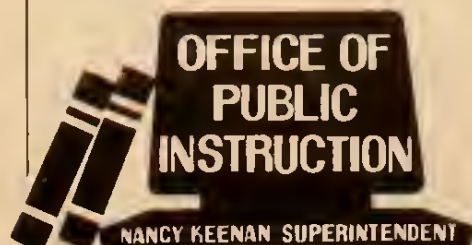
OCTOBER

Oct. 18, 1990—Convention: *MEA Instruction and Professional Development Convention*, Bozeman. Eric Feaver, MEA (442-4250)

A QUARTERLY PUBLICATION OF THE
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MONTANA SCHOOLS

Office of Public Instruction
State Capitol
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